



UNIVERSITI TEKNOLOGI MARA

A STUDY ON FACTORS OF SELECTING SMARTPHONES OF THE  
TABIKA KEMAS TEACHERS IN LAHAD DATU.

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## ABSTRACT

Different people have different priorities when they select a smartphone, thus there is no "one size fits all" phone. Today there are too many smartphone models to enumerate, made by many different companies and running various operating systems. Choosing the right one can be a challenge, and despite the popularity. The order in which these factors matter to you will help narrow down your choices. If you insist on a hardware design that includes a physical keyboard, for example, that eliminates the iPhone and many other touch-only phones from consideration. If you're locked into Verizon or Sprint as your carrier, all GSM phones are out, and so forth. This study is about factors of selecting smartphones of the Tabika KEMAS teachers. It specifically studies in the area of Lahad Datu, Sabah. This study is based on data collected from a survey questionnaire and the data was analyzed to evaluate and determine the factors of selecting smartphones of the Tabika KEMAS teachers that influence the purchasing decision based on their age. The result of the study also suggested that respondents need to spend wisely and get information about smartphone in the market as is needed for them to be protect from any fraud. It is hope that the study can contribute to the improvement of the awareness of decision making in selecting the smartphones.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND OF STUDY.

This study is about a study on Factors of Selecting Smartphones of the Tabika KEMAS Teachers. My study would be at the area of Lahad Datu because it is also my hometown and workplace.

Jabatan Kemajuan Masyarakat (KEMAS) is the acronym for 'Kemajuan Masyarakat' (Community Development). KEMAS was initially known as the Adult Education Division. It was officially established by YAB Tun Abdul Razak Bin Hussien in 1961 in a ceremony held in the Rumah Persekutuan (Federal House). The rationale behind the establishment of the Adult Education Division came about due to a census performed in 1957, the same year the nation achieved its independence; it (the census) was found that a total of 1,868,948 adults and 2,379,213 children aged between 10 to 14 years old were illiterate.

KEMAS also strives for the children kindergarden activity which is known as Tabika KEMAS. It is one of the the Curriculum and Inspectorate Division is the division responsible for the implementation of the Taman Bimbingan Kanak-kanak (Tabika) and Taman Asuhan Kanak-kanak (Taska) by KEMAS. In general, the main task that requires focus is on the aspect of children development through early education programmes as well as the planning, administration, management, implementation and monitoring aspects of all curricular or co-curricular programmes/ activities of Tabika and Taska.

The Curriculum and Inspectorate Division undertakes the role of providing education opportunities for children from 2 to 6 years of age as well as providing educational facilities for children to enable them to study comfortably and effectively. In addition, this Division must also involve the parents and the community in the educational, growth and development processes of children. The implementation of the children development programme is in tandem with the aims of the new Philosophy of Rural Development in developing quality rural communities as well as to inculcate noble